

Parent view

Dyscalculia Dyslexia Dysgraphia Dyspraxia

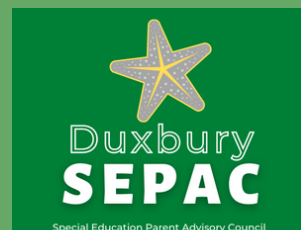
Dyslexic in Duxbury



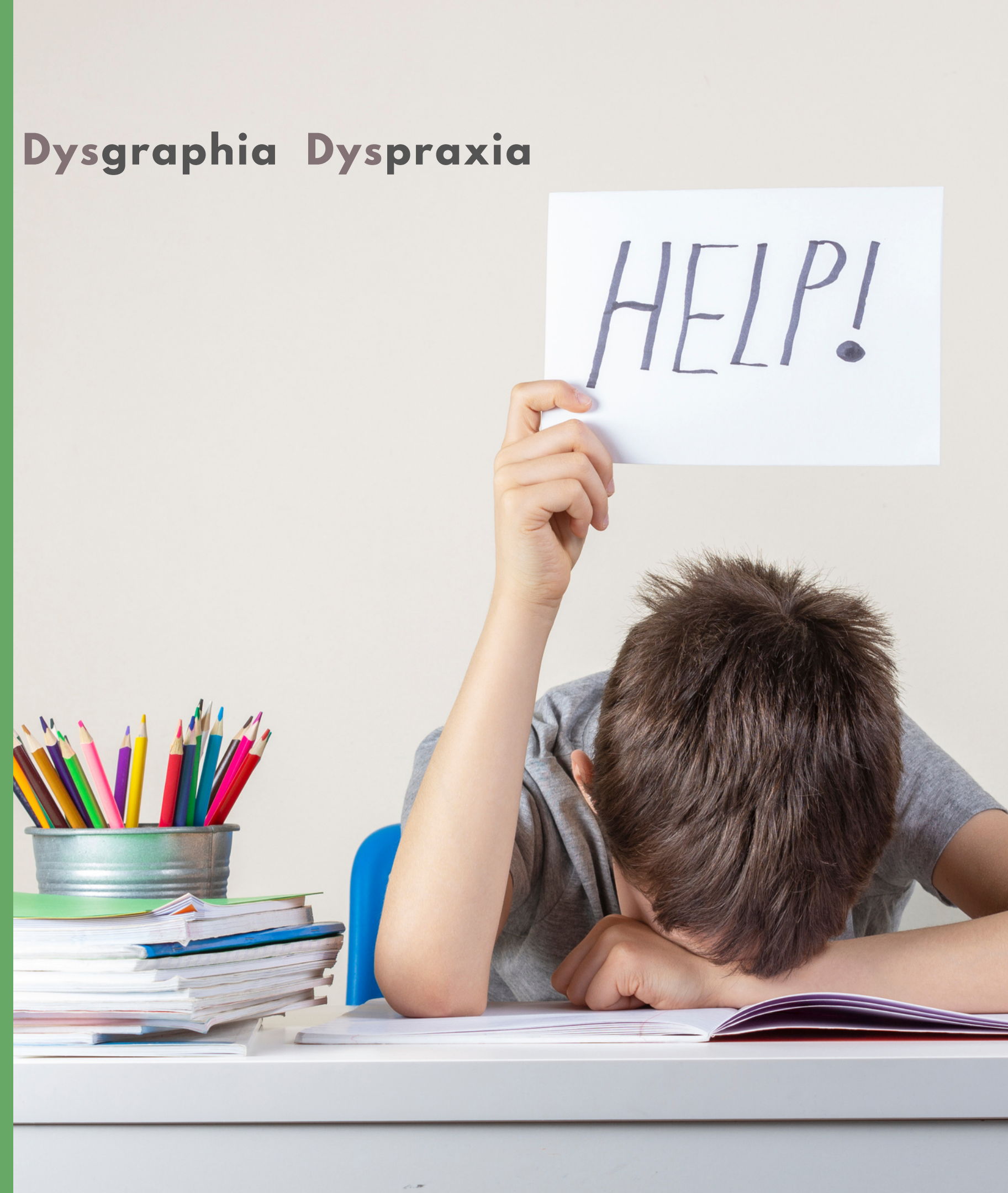
**An Introduction:
Experiences of Children with Specific
Learning Disabilities (SLD) & their families
in Duxbury Public School System.**

Duxbury BOLDD
(Better Outcomes for Learning
Disabilities/Dyslexia)

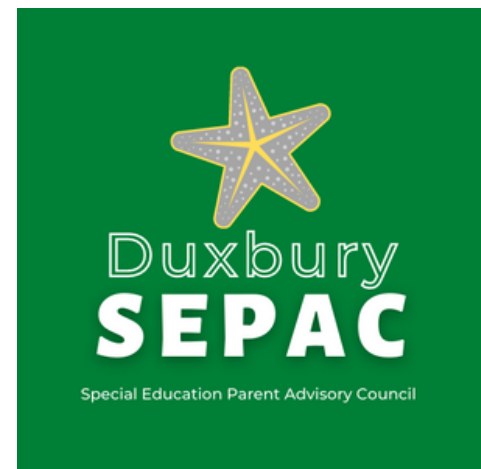
www.duxburySEPAC.org



Duxbury School Committee
Meeting
March 8, 2023



Who is Duxbury SEPAC?



Join us!
Next meeting 4/24

www.DuxburySEPAC.org

01

PARENT VOLUNTEERS


Special Education Parent Advisory Council is a state-mandated, parent-run voluntary organization. Our duties under state law include "advising the District on matters that pertain to the education and safety of children with disabilities and meeting regularly with school officials to participate in the planning, development and evaluation of the school district's special education programs."

(Massachusetts General Law, Chapter 71B, Section 3)

What is Dyslexia?

"an unexpected difficulty in reading in an individual who has the intelligence to be a much better reader"

-Yale Ctr for Dyslexia & Creativity

- Average to above average IQ
- 15-20% general population
1 in 5 students affected 
(= 421-562 Duxbury students)
Equally represented demographics.
Neurobiological difference
- Evident by K-1st Grade.
- The Science is clear.
EARLY ID + Proper Remediation
- The Law is catching up. Schools lag.



"WAIT TO FAIL" fails our children

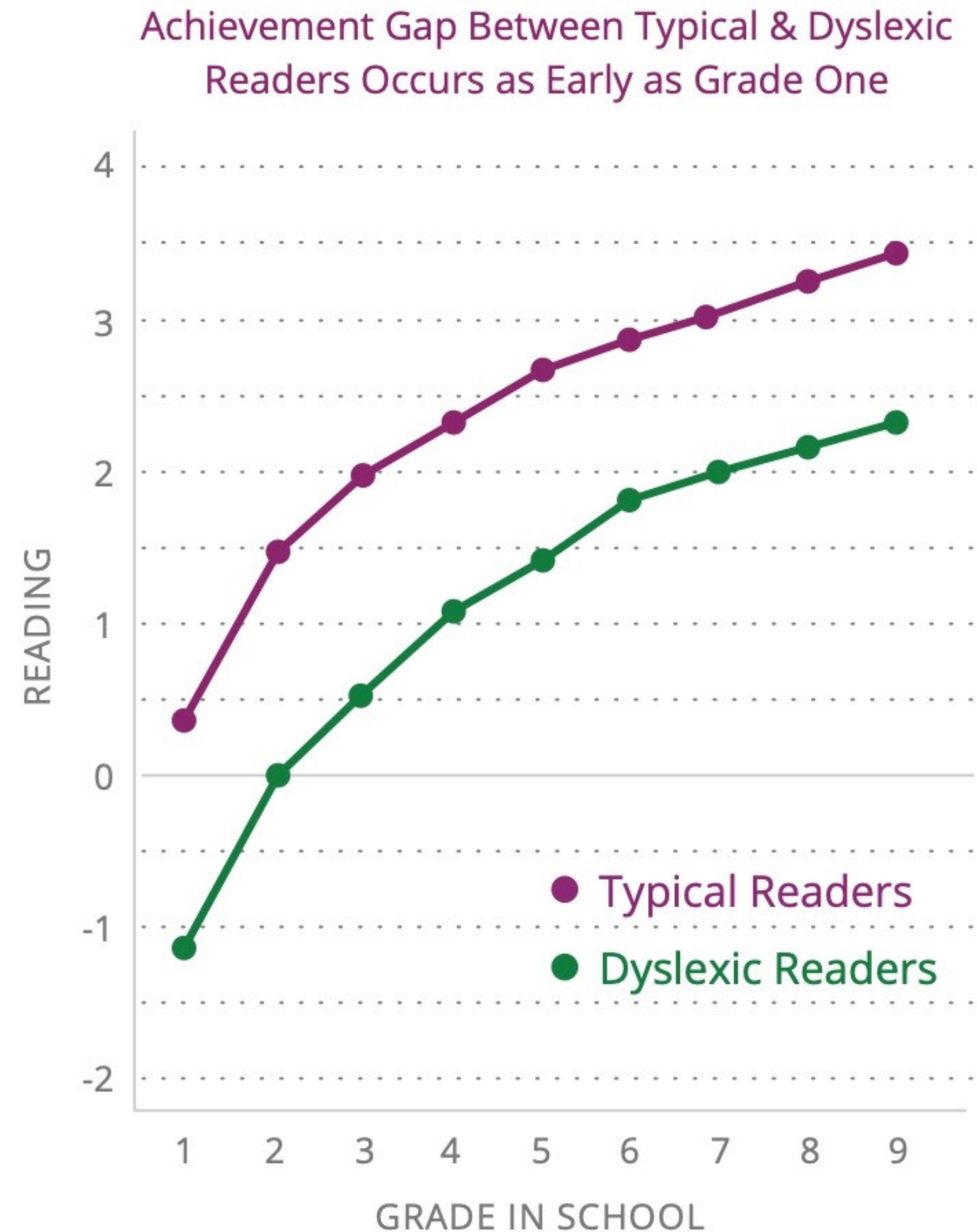
Dyslexia is persistent.

Dyslexia hampers a child's functioning globally.

The Achievement Gap can widen over time.

The later intervention is started the harder and more elusive narrowing the gap

becomes.



© Sally Shaywitz after Ferrer, Shaywitz et al. J.Ped 2015

**What Science Has Been Saying since the 1990s:
We know what works & what does not.**

HOW DO WE CLOSE THE LEARNING GAP?

Early Identification + Structured Literacy
started as early as possible - ideally by 1st Grade.

Emilio Ferrer, Bennett A. Shaywitz, John M. Holahan, Karen E. Marchione, Reissa Michaels, Sally E. Shaywitz. Achievement Gap in Reading Is Present as Early as First Grade and Persists through Adolescence. *The Journal of Pediatrics*, 2015; 167 (5): 1121 DOI: 10.1016/j.jpeds.2015.07.045
National Center on Improving Literacy: Why is Early Intervention so important for kids with Dyslexia?
<https://youtu.be/OFJLhJweWk>

More than Dyslexia

05

Dyslexia

A specific learning disability in reading. Kids with dyslexia have trouble reading accurately and fluently. They may also have trouble with reading comprehension, spelling and writing.

U

Dyscalculia

A specific learning disability in math. Kids with dyscalculia may have difficulty understanding number-related concepts or using symbols or functions needed for success in mathematics.

U

Dyspraxia

Sometimes called developmental coordination disorder. Kids with dyspraxia may have difficulty planning and performing tasks that require fine motor skills, such as writing, tying shoelaces or using buttons or zippers.

U

Dysgraphia

A specific learning disability in writing. Kids with dysgraphia may have difficulty writing legibly and at age-appropriate speed. Many children with dysgraphia also struggle to put their thoughts down on paper.

Understood

Why are
we
talking
about
this?

**There is a range of experiences.
Many Duxbury students with SLD are
struggling to get needs identified & met.**

**Practice/language used at DPS not always
aligning with science, law, our own stated**

mission re:

**IDENTIFICATION, REMEDIATION, &
PROGRESS MONITORING.**

Fundamental Right

We must do better for our kids.

FAPE

(Free Appropriate Public Education)

**SLD: A child's success relies heavily on
parent resources.**

That ain't FAPE.

State & Federal Laws

Federal: Child Find Laws under IDEA (The Individuals with Disabilities Education Act), enacted in 1975, updated in 1990 and again in 2004, ensures that students with a disability are provided a “Free Appropriate Public Education” tailored to their individual needs. **American w/ Disabilities Act** enacted in 1990, updated in 2008. Massachusetts General Law states:

- **".. the school committee of every city, town or school district shall identify the school age children residing therein who have a disability, as defined in section 2, diagnose and evaluate** the needs of such children, **propose** a special education program to meet those needs, **provide or arrange for the provision** of such special education program, **maintain a record** of such identification, diagnosis, proposal and program actually provided and make such reports as the department may require."

<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71B/Section3>



"Misconception: Dyslexia is a Medical Diagnosis and the Term Cannot be Used in Schools.



Dyslexia is a specific learning disability that impacts a student's ability to learn to read. Teams of educators including school psychologists, reading specialists, speech and language pathologists, and special educators can determine if students meet the criteria for dyslexia during eligibility testing and/or re-evaluations. In Massachusetts, dyslexia falls under the category of a Specific Learning Disability. Both Federal²⁹ and State³⁰ guidance endorse the use of the term dyslexia during evaluation, eligibility determinations, and IEP documents when students meet the criteria as outlined in the most widely accepted definition of dyslexia."

September 2022

**New State Mandate:
MA State Board of
Elementary and
Secondary Education
found that districts
were not consistent in
screening. They passed
this amendment
strengthening
requirements for
screening.**

List of approved screening tools:

<https://www.doe.mass.edu/instruction/screening-assessments.html>

(f) **Early Literacy Screening.** Effective July 1, 2023, each school district shall at least twice per year assess each student's reading ability and progress in literacy skills, from kindergarten through at least third grade, using a valid, developmentally appropriate screening instrument approved by the Department. Consistent with section 2 of chapter 71B of the general laws and the Department's dyslexia and literacy guidelines, if such screenings determine that a student is significantly below relevant benchmarks for age-typical development in specific literacy skills, the school shall determine which actions within the general education program will meet the student's needs, including differentiated or supplementary evidence-based reading instruction and ongoing monitoring of progress. Within 30 school days of a screening result that is significantly below the relevant benchmarks, the school shall inform the student's parent or guardian of the screening results and the school's response and shall offer them the opportunity for a follow-up discussion.



How many Duxbury Students are identified with a SLD?

SEPAC does not have that data.

% of students on an IEP in 2021/2 for ANY reason = 17%

2022 MCAS data 5.35% - 8.9% students listed as having a disability of any kind - not just learning disabilities.

Is Duxbury finding all the cases of SLD? Over/Underidentification or an accurate count based on prevalence rates (Dyslexia 15-20%)?

Informal SEPAC Survey on SLD parent experiences: "Test Run"

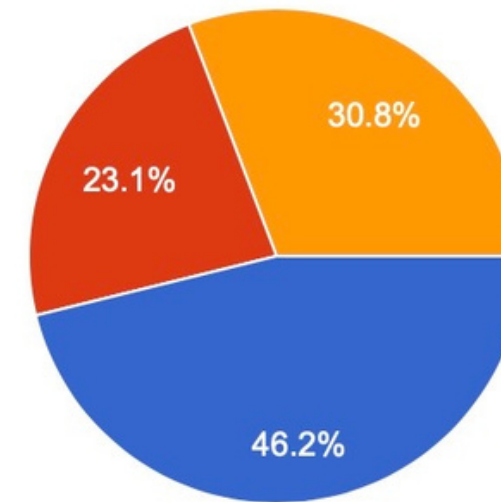
**100% Anonymous
40% Response
Rate**

- 1** Awareness of the laws/policies on how students gets identified with SLD?
- 2** When/By Whom was your child/children identified?
- 3** Satisfaction with DPS re: Identification, Remediation, Progress Monitoring, Etc.
- 4** Open Comment on satisfaction, strengths, weaknesses of district approach and programs

Q1: Were you aware that according to state, federal, and MA DESE guidelines public schools are obligated to identify students with Specific Learning Disabilities?



13 responses

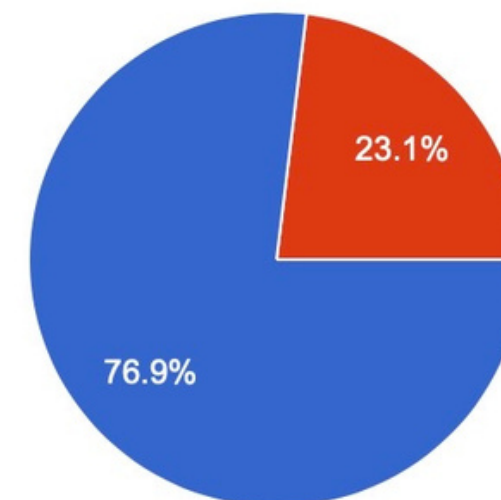


- Yes
- No
- I still am not clear on the process of how a specific learning disability gets identified. Who is able to diagnose/ identify vs who is obligated to, etc

Did you ever hear from Duxbury Public School administrator or teacher "Dyslexia/Dysgraphia/Dyscalculia is a medical term. Schools cannot diagnose"?

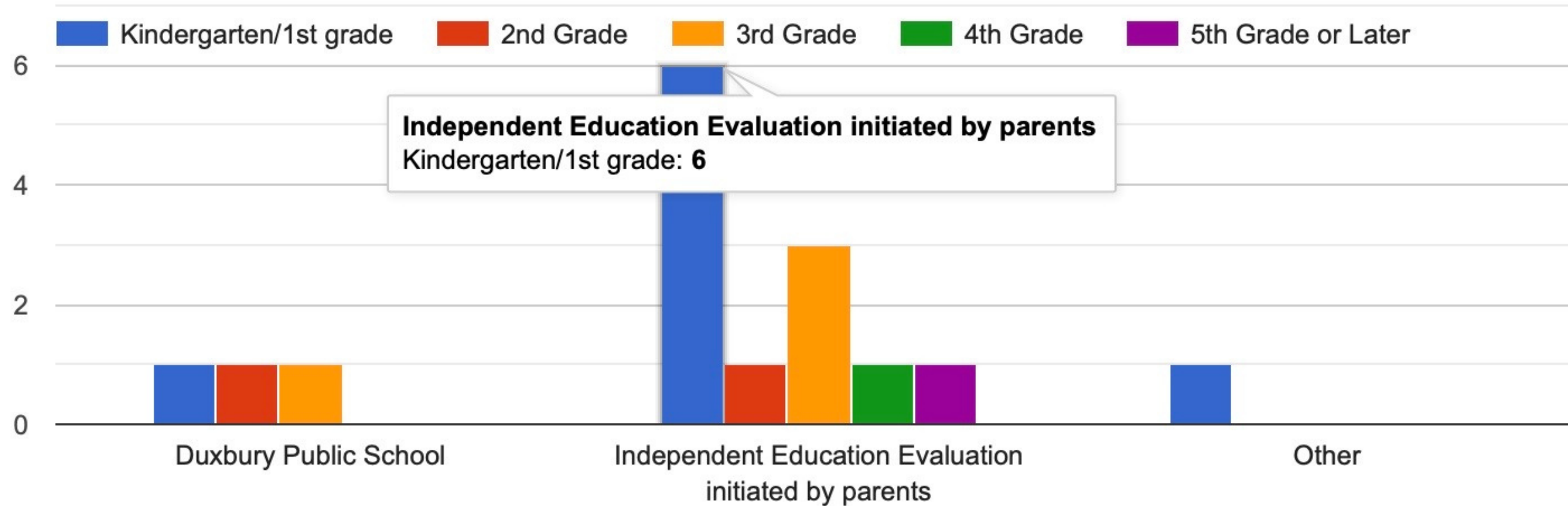


13 responses



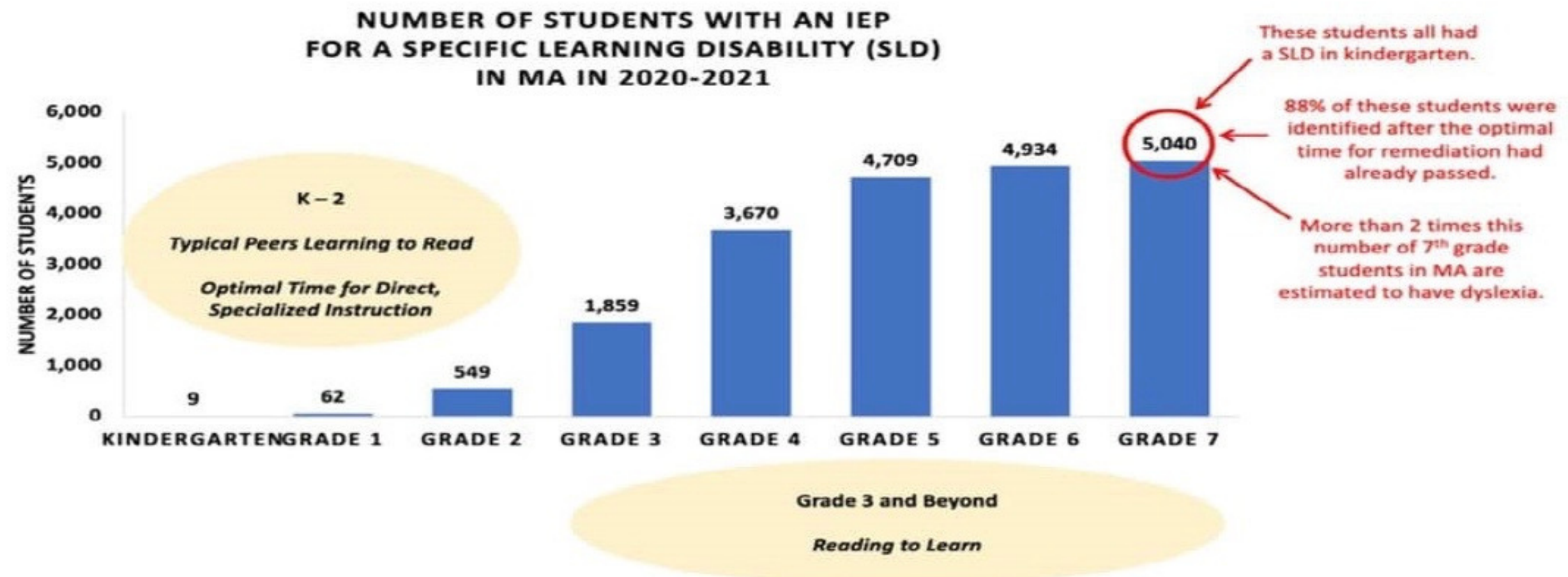
- Yes
- No

When/By whom was your child identified with a Specific Learning Disability (SLD) such as dyslexia, dyscalculia, dysgraphia, dyspraxia? Choose one on the grid for each child you have with an SLD.



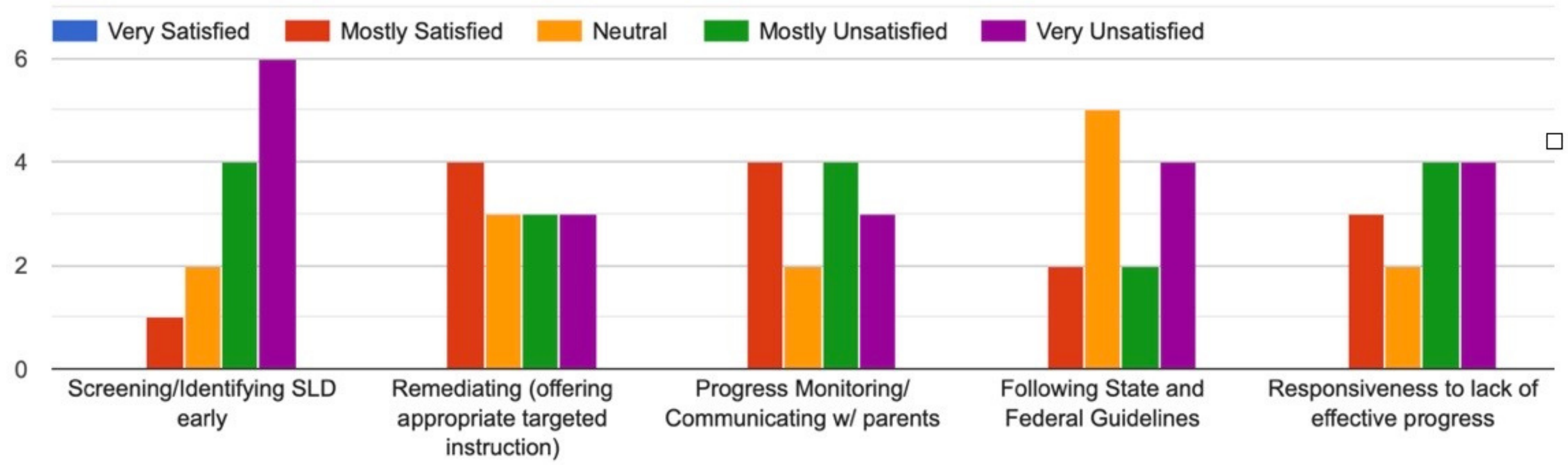
5 options: DPS, parent-initiated IEE , DPS-initiated IEE, other school, other

Most students receive an IEP after 2nd grade As typical students begin to read fluently.



Decoding Dyslexia-MA, Duggan (2022) - data from Russell Johnston, Asst Commissioner DESE,

How satisfied are you with Duxbury Public Schools when it comes to Specific Learning Disabilities in the following areas?



□

□

Duxbury Parent Voices

"Testing in earlier elem years showed all the signs for [Specific Learning Disability] but denied since making effective progress in gen Ed. Anxiety levels clinically significant since my child could not access curriculum due to [SLD]. It took thousands of dollars for an IEE to and several years to finally obtain the services my child needed. Then another year to have an IEP that is finally helping my child access the curriculum with lower levels of anxiety."

-Child identified in 5th grade through parent-initiated independent eval.



“

My son's LD was not identified by his teachers...He was identified in 1st grade to be struggling with reading. In 2nd grade I was told he was in the bottom of the class and was being made fun of by other students. I specifically asked if there was a problem and I was told no.

-Child diagnosed with SLD in Gr 3 thru parent-initiated independent eval

District **STRENGTHS** Per Parents

"DPS' biggest asset is its quality teachers"

"PHONICS curriculum at Chandler. Training Sped teachers in OG. We have had a few sped teachers that hold themselves to very high standards of accountability. They exemplify team work and collaboration. They should be looked at as experts."

"Allow teachers to openly advocate for students in need. . Incentivize identification of SLD BEFORE Alden. There is clearly a culture where teachers do not feel safe to express their professional opinions openly if it would require more school resources."

Parent Resources

No child should have to rely on parent resources in the acquisition of the most basic educational skills.

Right to READ.

Right to WRITE.

Right to MATH.

Time

Education

Finances

Attention

What do parents want?

Better Screening

Clear algorithm for process following at risk screen.

All SLD ID'd before Alden.

Early Intervention

Don't delay. SOR at the proper dose.

Invest in growth rather than deficit model.

Progress Monitoring

Consistent, efficient ways of tracking effectiveness of intervention.

Resources to address need

Accountability

FAPE means this process is the responsibility of the school.

Put students first.

The Right to Read

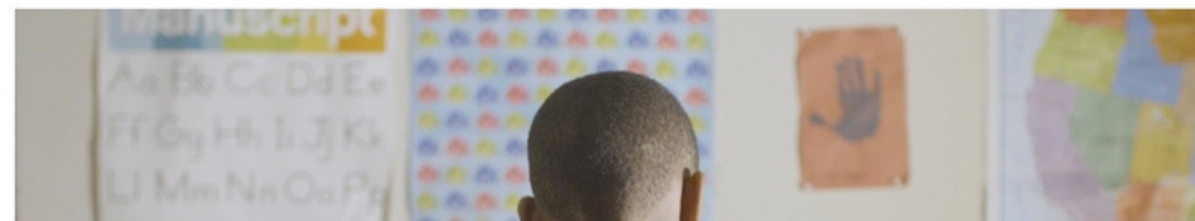
[ABOUT](#)[EVENTS](#)[CREATIVE TEAM](#)[RESOURCES](#)[PRESS](#)[WATCH THE TRAILER](#)

[37% of 4th graders in the United States read “below basic” according to the National Assessment of Educational Progress](#)

Therighttoreadfilm.org

According to NAEP, “below basic” by default and denotes performance that falls below our lowest performance level. In simple terms, reading at “below basic” level means **you cannot read**.

- [56% of Black 4th graders, 50% of Hispanic 4th graders, and 57% of American Indian/Alaska Native 4th graders](#) are reading “below basic.”
- [70% of 4th graders, who are identified as students with disabilities](#), are reading below basic levels.
- [67% of 4th graders](#) who are **English Learners** are reading below basic levels.
- [52% of 4th graders eligible for free and reduced-price lunch](#) are reading below basic levels. Children from families with incomes at or below 130% of the Federal poverty level are eligible for free meals.





MISSION

The mission of the Duxbury Public Schools is to provide each student with equitable access to achieve personal and academic excellence.

VISION

Academic

Every student in Duxbury Public Schools will be provided with multiple pathways and opportunities to cultivate their individual interests and passions through high-quality, innovative, culturally responsive instruction delivered in a safe and secure learning environment.

Social

The Duxbury Public Schools will foster a culture of connections and a sense of belonging in an environment that prioritizes students' social & emotional well-being, celebrating equity, humanity, and life balance.

Global

The Duxbury Public Schools will inspire our students to be engaged and empowered citizens who understand and respect the increasingly diverse and interconnected social, political, and cultural systems of the world.

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Reasons for Hope

**Dyslexia is TREATABLE!
And Duxbury is a community of helpers.**

CORE VALUES

- ❖ Students First
- ❖ Integrity
- ❖ Cooperative & Caring Relationships
- ❖ Inclusivity

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Moving Duxbury Forward

- **Convene a Dyslexia/SLD Task Force at Duxbury Public School with inclusive representative membership.**
- **Collect/Share data to tell an accurate story of Dys- in Duxbury and guide decision-making.**
- **Education, Public Health, Civil Rights Crisis**
- **Align Policy & Practice with Science, DESE Guidelines & DPS Values at every step of the process.**
- **Flip the script on what it means to have a SLD in Duxbury!**



Thank you!

REFERENCES

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- <https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71B/Section3>
- National Center on Improving Literacy - Video Clip <https://youtu.be/0FJJLhJweWk?t=1>
- Yale Center for Dyslexia & Creativity <https://dyslexia.yale.edu/>
- MA DESE Dyslexia Guidelines <https://www.doe.mass.edu/sped/dyslexia-guidelines.pdf>
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